

Mary Skelton, Ed.D.

maskelton@ulm.edu
skelton.mary@yahoo.com (alternate email)

Office Hours (Online):
(3:00 – 5:00 Monday – Friday)

EDLE 5007: ***School Community Relations*** 3 cr. This course is designed to assist school administrators and leaders in developing an effective school-community relations plan. Focus will be on the conditions, diversity, and changes that affect school-community interaction and its im r019

4. Understand the principles, philosophy, and techniques for improving the educational program through building good relationships;	4	4.1	b1 b2	1.1	3,4	K2,k5,s1,s2,s5, d7,d8
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8. Design and apply an effective school- community relations plan to enhance school programs;	4	4.1,4.4	B3	1.5	9	K1,s6,d6
9. Discuss various family situations including a family's history, their emotions and the demands occurring in our contemporary society; and	6	6.1	B1,b3	1.2	2	K3,s3,d4
10. Understand and respond to community interests and needs by building and sustaining productive school relationships with community partners.	6	6.2	A2,a3, b3	3.1, 1.2	9, 10	K5,s6,d6,d7,d8

The textbooks adopted for this course are:

Moore, E.H., Bagin, D.H., Gallagher, D.R. (2020). *The School and Community Relations* (12th ed.). New York, NY: Pearson.

Other materials include journal articles, book chapters, and handouts will be provided by the instructor and made available on the Moodle course page.

Methods and activities for instruction include:

- A. Traditional Experiences: 1. Lecture/discussion; 2. PowerPoint Presentations; 3. Electronic Communication.
- B. Clinical/Field Experiences: 1. Library/electronic research; 2. Article analysis; 3. School Data Analysis

Each assignment for this course listed in the table below will be graded. Detailed descriptions of each assignment are posted on Moodle. All assignments must be turned in to the Moodle page setup for this course on or before the due dates. All written work will be held to high standards and should follow the _____ and conform to rules of proper grammar, usage, punctuation, and spelling. Additionally, all papers

_____ . Points will be deducted for papers that do not follow these guidelines

Grading Scale: 100—90% =A; 89—80%= B; 79—70%= C

As graduate students, you need to maintain an average of 80% on all work in order to meet the requirements of the graduate school.

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In preparing this paper you should consult existing literature (journal articles, websites, and textbook) to complete the components and adequately address the requirements of this assignment. **Make sure that you read articles/web resources that address at least four of the following components:** customs and traditions, historical background, demographic trends, economics life, political structures, leadership, communication channels, community groups, social tensions, previous community efforts, and sources of information.

. Meeting the ELCC standards is a requirement of the assessment

This portfolio must be turned into both Moodle as a Turnitin assignment and into LiveText for a grade in the course. **Failure to meet expectations on the scoring rubric will result in an incomplete in the course.**

All assignments are due on the day assigned and must be submitted to the course Moodle page. There is no excuse for turning in late work at the graduate level and unless special arrangements have been made well in advance with the instructor. In the event of extenuating circumstances, the student is required to immediately inform the instructor before the assignment is due and provide written documentation. If the instructor deems the excuse valid and acceptable, extensions *may* be granted at the instructor's discretion on individual bases.

Forum discussions are monitored and evaluated by the instructor: Each student is required to post an original response or on before the indicated due dates. Forum discussion grades will be reduced if the post is late. Each student is also expected to respond to at least two of your classmates for each forum. Unless otherwise specified, all discussion board posts are due by the Friday of the week and the two responses are due by the Sunday MM

communications. Please ensure that you read and understand this information

Your ULM Warhawks email address designated in Moodle (username@warhawks.ulm.edu) will be used for all email correspondence. It is your responsibility to check Moodle and your email account regularly for information regarding this course. It is the policy of ULM that all university course-related business be conducted via your ULM e-mail account.

Questions related to course content and/or procedures are encouraged and should be submitted to the course instructor. Barring unforeseen emergencies, the instructor will respond within 24 hours, Monday through Friday, to all emails submitted. An alternative option is to call me during office hours with your questions and/or concerns. While I always wish to foster informal relationships with my students, in this and all other courses you should always interact with your instructors and colleagues in a courteous and respectful manner.

Only the signature piece must be uploaded to LiveText in order to receive a final grade for the course. If you do not upload your signature piece to Moodle and LiveText by the deadline for submission of grades, you will receive an “incomplete” for the course.

- A. All education students are _____ to have a current subscription to LiveText.
- B. Students can (and should) complete the registration process well before they are supposed to submit work for evaluation.
- C. Students will no longer be required to enter program enrollment codes, so Banner will insure they are correctly enrolled in LiveText.
- D. Students will also pay for their subscription directly through LiveText.
- E. ULM does not handle billing or technical support issues for students.

* I am not an expert on LiveText from the student side, so you will need to contact LiveText for help.

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral

